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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  4.1.1. Represent sets of data using line plots, bar graphs, double bar graphs, pictographs, simple circle graphs, stem and leaf plots and scatter plots.  **CC.5.MD.2** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION**  4.1.1. Represent sets of data using line plots, bar graphs, double bar graphs, pictographs, simple circle graphs, stem and leaf plots and scatter plots  Grade 6-8C INQ. 6 Use appropriate tools and techniques to make observations and gather data.  2.2.19. Use estimation to predict results and to recognize when an answer is or is not reasonable, or will result in an overestimate or underestimate and explain the reasoning used orally and in writing.  Grade 6-8 C INQ.8 Draw conclusions and identify sources of error.  4.2.3.  Design and conduct surveys of a representative sample of a population and use the data collected to begin to make inferences about the general population.  Grade 6-8 C.INQ.5 Use appropriate tools and techniques to make observations and gather data. |
| **GLE’s but not CCSS**  **Ten Minute Math Only** 2.2.19. Use estimation to predict results and to recognize when an answer is or is not reasonable, or will result in an overestimate or underestimate and explain the reasoning used orally and in writing.(Estimation and Number Sense)  **CC.4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  4.3.5.  Design and conduct probability experiments and simple games of chance to test predictions about outcomes and fairness.  **CC.7.SP.6** Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.  **CC.7.SP.7b** Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?  **No direct match for following 2 GLEs (researched CCSS grade 3-8). Some indirect matches were found for similar gles related to other grade levels. For instance, the following three gles might link to CC.6.SP.5 at least indirectly.**  4.2.3.  Design and conduct surveys of a representative sample of a population and use the data collected to begin to make inferences about the general population.  4.2.4. Determine the mean, mode and median of a data set and explain in writing, how they are affected by a change in the data set.  **CC.6.SP.5** Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by:  **a.** Reporting the number of observations.  **b.** Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.  **c.** Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered.  **d.** Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.  4.1.2. **On CT *Crosswalk* document this gle has the following note “*The following CT standard(s) are not matched to the CCSS and should not be addressed by instruction at this level.* 5.4.1.2** Compare different representations of the same data set and evaluate how well each kind of display represents the features of the data.). Could not be linked to another grade level also except indirectly to CC.6.SP.5-see above) |
| **CCSS but not GLE’s**  **N/A** |